

DAISY ELEMENTARY

2801 Red Bluff Road
Loris, South Carolina 29569

GRADES PK-5 Elementary School

ENROLLMENT 542 Students

PRINCIPAL Carolyn J. Chestnut 843-756-5136

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	59	41	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

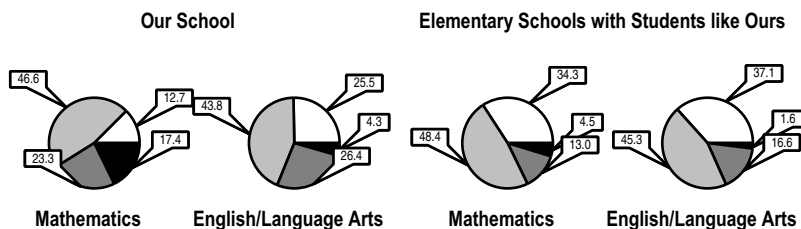
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Good	Excellent	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	43	73	43
Percent satisfied with learning environment	90.7%	68.5%	85.7%
Percent satisfied with social and physical environment	90.2%	68.1%	65.1%
Percent satisfied with home-school relations	76.7%	82.2%	73.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	260	99.6	25.5	43.8	26.4	4.3	30.6	17.6
Gender								
Male	132	99.2	27.8	36.5	29.6	6.1	35.7	17.6
Female	128	100.0	23.3	50.8	23.3	2.5	25.8	17.6
Racial/Ethnic Group								
White	125	99.2	11.3	40.9	40.9	7.0	47.8	17.6
African-American	129	100.0	39.5	47.4	11.4	1.8	13.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	190	99.5	19.2	44.1	31.1	5.6	36.7	17.6
Disabled	70	100.0	44.8	43.1	12.1	N/A	12.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	260	99.6	24.1	43.8	27.7	4.5	32.1	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	257	99.6	24.2	44.1	27.3	4.4	31.7	17.6
Socio-Economic Status								
Subsidized meals	223	100.0	29.3	45.5	22.7	2.5	25.3	17.6
Full-pay meals	37	97.3	5.6	33.3	47.2	13.9	61.1	17.6

Mathematics								
All students	260	99.6	12.7	46.6	23.3	17.4	40.7	15.5
Gender								
Male	132	99.2	14.7	45.7	23.3	16.4	39.7	15.5
Female	128	100.0	10.8	47.5	23.3	18.3	41.7	15.5
Racial/Ethnic Group								
White	125	100.0	4.3	31.0	34.5	30.2	64.7	15.5
African-American	129	99.2	20.2	62.3	13.2	4.4	17.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	190	100.0	6.7	44.4	27.5	21.3	48.9	15.5
Disabled	70	98.6	31.0	53.4	10.3	5.2	15.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	260	99.6	11.1	47.6	23.6	17.8	41.3	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	257	99.6	11.4	47.4	23.2	18.0	41.2	15.5
Socio-Economic Status								
Subsidized meals	223	99.6	15.2	50.5	21.7	12.6	34.3	15.5
Full-pay meals	37	100.0	N/A	27.0	29.7	43.2	73.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	83	N/A	12.5	53.8	32.5	1.3	33.8
	Grade 4	82	N/A	14.8	53.1	30.9	1.2	32.1
	Grade 5	103	N/A	29.7	58.4	10.9	1.0	11.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	102	100.0	21.3	34.0	34.0	10.6	44.7
	Grade 4	76	98.7	26.5	48.5	25.0	N/A	25.0
	Grade 5	82	100.0	30.1	52.1	17.8	N/A	17.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	83	N/A	13.8	53.8	16.3	16.3	32.5
	Grade 4	82	N/A	13.6	45.7	18.5	22.2	40.7
	Grade 5	103	N/A	24.8	49.5	13.9	11.9	25.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	102	100.0	10.6	40.4	30.9	18.1	48.9
	Grade 4	76	98.7	11.6	52.2	13.0	23.2	36.2
	Grade 5	82	100.0	16.4	49.3	23.3	11.0	34.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 542)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.8%	Up from 3.6%	3.4%	2.4%
Attendance rate	97.5%	Up from 97.4%	95.4%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	7.5%	Up from 4.7%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.8%	Up from 11.0%	8.4%	8.0%
Older than usual for grade	1.3%	Up from 0.5%	2.7%	1.1%
Suspended or expelled	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	27.9%	Down from 30.0%	47.2%	50.0%
Continuing contract teachers	81.4%	Up from 72.0%	80.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.2%	Up from 82.6%	82.3%	86.2%
Teacher attendance rate	94.5%	No change	94.6%	95.3%
Average teacher salary	\$37,826	Down 3.3%	\$39,111	\$39,909
Prof. development days/teacher	10.6 days	Down from 12.8 days	12.9 days	11.4 days

School				
Principal's years at school	17.0	Up from 16.0	3.0	4.0
Student-teacher ratio	19.9 to 1	Down from 21.3 to 1	17.3 to 1	18.9 to 1
Prime instructional time	91.7%	Up from 91.5%	88.2%	89.7%
Dollars spent per pupil*	\$5,863	Down 2.8%	\$6,289	\$5,892
Percent spent on teacher salaries*	67.8%	Up from 63.0%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a wonderful year at Daisy Elementary. We have completed our ninth year operating on a year-round calendar.

Through the efforts of the faculty and students, we progressed toward meeting the performance goals included in our strategic plan. Daisy's kindergarten through fifth grade classes participated in "Paw Power" which is a school developed math program consisting of timed tests on basic facts, equivalents, and problem solving. Tests get progressively more difficult with each grade level. Our second through fifth grade classes were recognized by the district for having significant achievement on the 2002 PACT. Kindergarten exceeded the district's performance goal for the 2002-2003 school year: 98% of kindergarten students attained a text reading level of "3" or greater. First grade exceeded the school's performance goal for the 2002-2003 school year: 85% of students attained a text reading level above "16."

Many of our teachers participated in professional development focused on writing, literacy, math, and comprehension strategies. One teacher received National Board Certification, two earned their Master's degree and several are pursuing their Master's.

Our greatest achievement was receiving a Gold Award due to outstanding performance on the State Report Card for 2002. Other accomplishments can be attributed to operating on a year-round calendar, which allowed approximately 200 child development through 5th grade students to attend four weeks of intersession school before PACT. Approximately 150 second through fifth grade students attended extended day in order to improve PACT ELA and math scores. Daisy Elementary is the recipient of the SC READS Initiative Tutorial Assistance Subgrant which provides \$110,000 for use in intersession school and extended day programs for child development students through third grade. Another achievement is the implementation of Reach for Reading and early reading intervention which provides individual and group support in reading to students in child development through second grade.

The main challenge faced by Daisy Elementary is parental and community involvement. During the coming school year, we will work with our PTO and School Improvement Council to continue to increase parental and community involvement.

Carolyn J. Chestnut

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.